



Fisherfield Farm Children's Day Nursery

Inspection report for early years provision

Unique Reference Number	316453
Inspection date	26 July 2005
Inspector	Tracy Ward
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Fisherfield Farm Nursery, Edinburgh way has been registered since 1999 and is part of a chain of seven childcare facilities in the Rochdale and Bury areas.

The nursery is located in a single storey building in the Sudden area of Rochdale. There are four main playrooms and three secure outdoor play areas. The nursery serves the diverse local community and offers a range of full and part time places to families.

The nursery is open between 07:30 and 18:00 Monday to Friday, 51 weeks a year. It is registered for 94 children from birth to five years. There are currently 90 children on roll, including 25 children who receive funding for Nursery Education. The nursery is currently supporting children who have Special Educational Needs (SEN) and a number of children who have English as an additional language (EAL).

There are 23 members of staff including the manager. The majority of whom have appropriate early years childcare and education qualifications.

The nursery receives support from Rochdale Early Years and Childcare Services, including the advisory teacher input; and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a healthy diet. The food provided promotes healthy eating; it is varied well presented and full of fresh ingredients. The menu complies with all individual dietary needs to ensure that parental wishes are followed and individual needs are met appropriately. Children under two are well nourished, they benefit from the same nutritious menu as older children. All food is blended, pureed or chopped to individual requirements. Most children are gaining independence in feeding themselves. Children are offered choice and good quality snacks. Water is available throughout the day.

Children follow suitable hygiene practices, however they do not learn effectively how good practice prevents the spread of germs, by being given clear explanations. For example, children were observed to be directed to wash their hands after using the toilet, rather than encouraged with explanations and examples. Children are protected from cross contamination in most instances, however, staff ensuring all toilet users have washed their hands is not consistent.

Children enjoy outdoor activities which support and help to develop their physical skills. All children benefit from suitable access to activities that promote their large physical development and control and coordination. Large climbing equipment is available and children benefit from regular visits from a physical activity company. Children move with control and co ordination. They can successfully negotiate obstacles and move around the environment safely.

Children under three are beginning to benefit from the setting's adoption of the Birth to Three Matters framework. Young children follow their own routines, supporting their individual rest and sleep needs, however children, who are two, have limited access to comfortably designed areas where they may go to rest spontaneously and have times to be quiet and relax.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well managed safe and secure environment, minimising risk of accidents. The setting has good safety and security precautions such as security buzzers, visitors log book and locked external doors.

Children's safety is mainly risk assessed to a good level; however some areas have not been effectively assessed. Potential hazards linked to the 'ducklings' nappy change area and toilet training routine may increase the risk of accidents.

Children can move freely around the space available and make independent choices about where and what they wish to engage in. They have access to a good range of age appropriate, good quality play equipment. Children's safety is monitored well with equipment and play areas, both in and outdoors, regularly checked and risk assessed. Children have opportunities to independently access this equipment as it is presented for self selection. Children under two, have good opportunities to choose their activities. Their safety is further promoted as all equipment is placed in low storage cabinets or on the floor.

Children's welfare is given high priority by the setting and all appropriate and required documentation such as medication and accident records, are in place and up to date. The majority of staff has an appropriate valid first aid certificate. Children are well protected, as staff have a good knowledge and understanding of child protection issues and guidance in line with local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Very young children are nurtured well, they have good bonds with their key person and make relationships with other members of staff easily. This has a positive impact on their well being and feelings of security. The children benefit from familiar routines. Young children enjoy a good range of discovery and sensory resources and staff encourage them to interact and use sound, gesture and basic language by playing with them on their level and responding to them appropriately. Older children between eighteen months and two are confident and are becoming increasingly independent, for example, a child under two initiates his own play when picking up books left on the floor and replacing them in the low book cabinet. On occasion these children are presented with some challenges that are beyond their pace of learning, such as mark making with stencils. They are however beginning to benefit from staffs increasing knowledge of the Birth to Three Matters framework. The variation of resources that allow children to explore and experiment with their own familiar experiences is increasing. Children's self esteem is promoted well by staff who are interested in them and they receive lots of praise and encouragement.

Nursery education

The quality of teaching and learning is good. Children are making sound progress

towards the Early Learning Goals (ELGs). Staff knowledge and understanding of the stepping stones towards the ELGs is good, however, insufficient emphasis is placed on using the outdoor environment to support children's learning. For example, outdoor play is not included in the planning and opportunities to support areas of learning are missed.

Children benefit from, good quality interaction and appropriate use of questioning techniques to encourage them to talk and think about what they are doing. Children's interest is captured well in some good learning experiences. For example, a group of 3 and 4 year-olds at the focus activity table, displayed much enjoyment and interest in the seafood activity.

Planning is good, it is clear and links well to the stepping stones towards the ELGs, based on themes and areas of learning. There are good long and medium term planning which covers a broad range of activities. The activities are varied and interesting, however, short-term plans do not yet show how the activity is to be adapted to meet the needs of all ages and abilities. Consequently the information is not yet fully effective in establishing the next steps in learning for individual children.

Accommodation and resources promote children's learning well with good quality continuous areas of play. Children are happy and settled. They make good relationships and are very confident when working and playing independently and in groups. Children's behaviour is good and they are developing skills in negotiation, such as, a child asking another to share some play insects with his friend. Children's knowledge and enjoyment of books is developing well and is supported by good staff interaction. Children are encouraged to form, recognise and use familiar words, letters and text in practical everyday activities. Many older children can form recognisable familiar letters and words. Children have a good understanding of counting and shape. They use appropriate language in their play, such as more, empty and full. They are developing an awareness of number, pattern, basic addition and subtraction in everyday practical play activities. Children's physical skills are developing steadily. They move confidently and safely and are gaining good control of their bodies. Children develop an awareness of time and place. Their awareness and knowledge of diversity and the wider environment, simple technology, and how things work, is promoted well and they make good progress. Children use their imagination appropriately in role and small world play with the resources available.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting warmly, fostering their sense of security. Children of all ages and a variety of backgrounds are developing positive attitudes to one another and are developing friendships. They have access to a good range of resources and positive images that reflect diversity. They are developing a good basic awareness about the local environment, people in it and wider society. Children are generally well behaved and they respond well to consistent adult expectations of their behaviour. They take turns and show concern for others. The positive approach fosters children's spiritual, moral, social and cultural development.

Older children develop good self esteem as they feel valued and important as staff effectively encourage them be 'helpers' and work as part of the nursery family. For example, children eagerly help to tidy away for lunch and snack time.

The partnership with parents is outstanding in all areas of the nursery and this significantly contributes to the well-being of the children. Parents are warmly welcomed in to the setting and excellent relationships are developed. When children begin at the Nursery detailed information is sought from parents to give staff a clear knowledge about the child's individual needs and interests. The information is used very well to meet these and to respect parent's wishes about their child's routine. Staff very effectively inform parents of how their child is progressing and developing through a variety of excellent quality verbal and written communication. Parents of children receiving funded education are given monthly sheets of how to support the theme at home, which they find both interesting and useful. This has a very positive impact on their ability to support their child's learning.

Organisation

The organisation is good.

The welfare, care and learning of children is promoted by good quality organisation. The staff deployment and very good range of policies, procedures and documentation contributes to this. Documentation is up to date and stored on site in an accessible, yet confidential manner. Induction and training of the staff has a positive impact on children's welfare and development. Children are supported by a good ratio of adults to children. Staff are aware of their roles and responsibilities and are actively involved in planning and developing the provision.

Overall the provision meets the needs of all children.

Leadership and management is good and very effective. The management team is motivated and enthusiastic and all staff take full advantage of the training opportunities presented to them. Support at all levels is good and systems to monitor the quality of teaching and the provision for nursery education are working effectively. The management and staff are committed to the continued improvement of the care and education of their children.

Improvements since the last inspection

At the previous care inspection the setting was asked to record the staffing details of each room.

Staff names are now added to the daily register and it is clear which adults are caring for which children at all times. This ensures correct ratios are maintained supporting the safety and welfare of all children.

At the previous funded education inspection key issues were given. These included revising the policy for special educational needs [SEN] and allowing children to freely use paint, water and collage materials.

Both these issues have been addressed effectively. An up to date revised SEN policy is in place and the nursery has received a SEN toolkit and training. They have made links with the local authority special educational needs co-ordinator [SENCO]. This has a positive impact on the care and development of children who have or may have special needs.

The organisation of rooms, resources and equipment now allows children's self selection. Children initiate their own activities and regularly choose what they wish to play with. This impacts positively on children's development of independence and decision making abilities. All areas and materials identified in the key issue are now part of the continuous areas of play provided on a daily basis.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the procedures for nappy change and toilet training for children in the 'Duckling Room' meet their needs appropriately and are free from potential hazards.
- continue to improve the staff's knowledge and understanding of providing an appropriate range of activities for children under 3, for example by using the Birth to Three Matters framework.
- ensure all children are consistently encouraged to learn about the importance of good hygiene practices particularly, washing hands and visiting the toilet.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the emphasis placed on using the outdoor environment to support children's development in the six areas of learning.
- develop the links between planning and the next steps in learning for individuals.

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